

scious efforts we can make is comparatively small, and the knowledge gained by such efforts is limited. But nature has kindly made a provision that much—perhaps the most—of our education is the result of unconscious assimilation. Human nature is indefinitely porous. The atmosphere we breathe has an immense, though unostentatious, influence upon us. Holmes speaks of having been bred amongst books, and of consequently having the same easy feeling amongst them that a stable boy has with horses. The boy who has grown up in a home where books and literature—things of the mind, in short—are, not necessarily supreme, but at all events part of the household life, has an immense advantage over the lad who finds a great gulf fixed between his home life and his school life. He has the same advantage that a lad bred in a counting house has in business over one who has grown up a bookworm. The victim of our ordinary home life strives hard for every intellectual fact he acquires, while the other leaps as by inheritance into much that the first has to work for, into much that he will never attain. The one student will bear from College his training of hard earned facts; he will be well up in the subjects he has studied, and he will be ignorant of all else. The other will know his special subject, but will also have that familiarity with all the things of the mind that we call culture. The one will be a tradesman with certain—possibly very extensive—information as his stock in trade. The other will be an educated man in the true sense of the word.

Possibly I have gone too far. Far be it from me to say that no one who has not had these primary advantages can become truly educated. But he who without their help has become a cultured man has surmounted immense difficulties. So has the man who has made his own fortune surmounted immense difficulties; and we recognize the greatness of both. But do we wish to have our children paupers to give them a chance of becoming the architects of their own fortunes? Should we give them a materialistic home training that if they do become cultured they may have the greater credit?

For it is in the home that the reformation of our schools must begin. We may murmur at the materialistic tendency of education—but

the schools are as good as they can well be. It is in the home that the book atmosphere may be breathed; alas, it is in the home that the materialistic hand-to-mouth tone of thought is learned. Canada is a new country, and it is not surprising that we are a materialistic people. It is in the future that school reformation lies. That work will be done by those who have some light, some glimpses of higher than bread and butter considerations, by their holding fast what they have gained, and their passing it on to a younger generation who may go on from strength to greater strength. We Canadians are in a transition stage; in the name of all worth having let us make it a short one, and hasten the day when mind shall have some share of the attention now engrossed by matter. C.F.H.

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## COLLEGE NEWS.

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### SCIENCE HALL.

ON the 16th of last month the new Science Hall was formally opened. A large audience was present in the main lecture room, and the close attention they paid showed that they did not regret having come. Among those present were the Chancellor, the Minister of Education, Mr. MacFarlane, of Ottawa, the Dominion Analyst, and a good number of Kingston's prominent citizens.

The proceedings were opened by the Principal, who gave an interesting account of how the ways and means for building the Hall had been secured, and of the various gifts which have been presented. In the course of his speech he paid a well-merited tribute to the memory of the late John Carruthers, whose name the Hall bears. Prof. Dupuis then gave an account of the growth of Science in Queen's, from its humble beginning in what is now Prof. Fletcher's kitchen to the present. This was followed by addresses from Dr. Goodwin and Mr. Nicol on Chemical subjects, and an excellent speech by Mr. MacFarlane, after which the Chancellor read a most interesting paper on "Parliamentary vs. Party Government." The audience then adjourned to an upper room, where the kindness of the ladies of Kingston had provided a most excellent five o'clock tea. From this the students, with characteristic modesty, kept away. However, the ladies very kindly invited them to come over after the